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ABSTRACT

The curriculum guide presents a working draft of the kindergarten component of a K-6 social studies program developed by the Allegany County Board of Education in Maryland. Goals and activities relating to ethnic heritage studies; family life; and career, consumer, citizenship, and environmental education are included in each of the seven guides. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of living in a complex society. Specific goals are to develop students' knowledge of social science concepts and skills and to acquire democratic social attitudes. The kindergarten unit emphasizes the student's understanding of himself and his immediate environment in terms of the home and family. It is presented in two sections. Section I lists six concepts: basic human needs and how they are met; the form and function of government and citizens' rights and responsibilities; various ethnic, racial, and cultural groups; effective communication and and cooperation; economic systems; the significance of human experiences; and environmental influences. Subconcepts and suggested teaching methods are included with each concept. Section II states each concept with key questions to be treated, and suggests many lea[illegible]ng activities for each. A list of eight types of people to have [illegible], class visitors and ten places to visit is included, as well as a glossary, list of basic human needs and feelings, and handouts for duplication. A bibliography briefly annotates over 100 tradebooks, three texts, and ten films and filmstrips. (CK)

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KINDERGARTEN

Home and Family

Maryland State Dept. of Education, Baltimore

SP 012 644

MD/BOARD OF EDUCATION. 1978
ALLEGANY COUNTY
ETHNIC HERITAGE STUDIES BRANCH
OF ALLEGANY COUNTY

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Table of Contents

Foreword III

Committee IV

Ethnic Heritage Advisory Committee V

Goals of the Social Studies Curriculum VI

For the Teacher X

Schedule XI

Introduction XII

Unit: Home and Family 1

- Overview 2
- Behaviors 3
- Key Questions 9
- Activities 10
- Community Consultants 21
- Places to Visit 22
- Glossary 25
- Human Feelings/Basic Needs 26
- Concept Visuals 27
- Bibliography
  - Tradebooks 33
  - Textbooks 43
  - Films and Filmstrips 44
  - Other Media 45

Foreword

The curriculum guides for social studies were developed with funds obtained as a grant from the federal government for ethnic heritage studies. Teachers, principals, supervisors, members of the Ethnic Heritage Advisory Council, and consultants from the Maryland State Department of Education cooperatively developed the teaching units. New Perspectives in Intergroup Education, Volume I, a publication of the Maryland State Department of Education, was used extensively as a resource in the development of the social studies curriculum.

Units have been selected and sequenced at each grade level to give a comprehensive understanding of the social sciences, to correlate learning at each grade level, and to avoid duplication of the topics studied. The key questions, activities, and materials identified have been carefully selected to support the goals, conceptual statements, and skill statements of each grade.

Each unit provides opportunities to learn new information and to learn new skills and attitudes. Ethnic heritage studies; family life; career, consumer, law, and environmental education are inherent in each unit.

Teachers are encouraged to use their creativity and individuality in adding activities which will improve the teaching-learning packages for their students and fulfill requirements in the area of social studies.

The guides should help teachers assist their students in gaining understanding to deal with the problems of living in a complex society.

Committee Members Who Participated in Developing this Teaching Unit

Davene Athey	Johnson Heights School
Judy Fogle	Westernport School
Robert Miller	George's Creek School
Helen Rogan	Parkside School
Rosalie Peck	Cresaptown School
Dolores Perry	Bel Air School
Dr. James A. Addy	Maryland State Department of Education Consultant in Social Studies and Law Education
H. Norman Hough	Maryland State Department of Education Specialist in Human Relations
Ann Beusch	Maryland State Department of Education Specialist in Foreign Languages, ESOL, and Bilingual Education
Harold L. Scott, Sr.	Supervisor of Elementary Education
Harry E. Mandell	Supervisor of Art

Ethnic Heritage Advisory Council Members

Dr. Michael Machado, Chairman

Mrs. Roberta Gates

Mrs. Margaret Helmstetter

Mrs. Joanne Hijab

Mr. Rolf Reuhring

Mrs. Prabhat Sandhir

Mrs. Florence Yankelevitz

Maryland Multi Ethnic Committee

Co-Chairmen for Allegany County

Mary Louise Jones

Jane Mease

Goals, Conceptual Statements, Skill Statements, and Behaviors of the Social Studies Curriculum

The social science program described is designed to accomplish three major goals in grades K-6. The goals are as follows:

Goal I - To know the fundamental concepts of the social sciences.

Goal II - To know the fundamental skills needed to engage in the processes of the social sciences--gathering information, organizing information, identifying problems, and solving problems.

Goal III - To develop social attitudes consistent with democratic values.

Each unit in the social science program is designed to achieve the identified goals. Content is used to develop concepts in the areas of history, geography, family life and human development, environmental education, career education, economics, political science, and ethnic/cultural studies. The overall plan for the program is consistent with the existing county curriculum. Basic changes have been made in order to eliminate duplications particularly evident at the primary levels and to provide a plan which will help teachers to implement effectively the state mandated and the county programs within a realistic time allotment.

Two units will be taught at each grade level. These units will be developed by teachers in curriculum workshops which will be held during the 1978-79 school year and during the summer of 1979. The funding for the curriculum development workshops has been made possible through a federal grant in ethnic heritage studies.

Goal I - The goal of the program is to help the student know the fundamental concepts of the social sciences.

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement I-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love.

Subconceptual Statement I-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs.

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect.

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance.

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills.

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture.

Conceptual Statement IV - People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services.

Conceptual Statement V - People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures.

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences.

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment.

Goal II - The goal of the program is to help the student know the fundamental skills needed to engage in the processes of the social sciences.

Skill Statement I - The student will gather information by:

observing, interviewing, reading, listening, and interpreting pictures, maps, globes, charts, and tables.

Skill Statement II - The student will organize information by:

classifying, comparing, labeling, generalizing, hypothesizing, selecting and organizing topics.

Skill Statement III - The student will identify problems by:

recognizing problems from several viewpoints, clarifying values, and restating problems.

Skill Statement IV - The student will solve problems by:

thinking of alternative actions, predicting consequences, making workable decisions, and evaluating and revising decisions.

Goal III - The goal of the program is to enable the student to participate in curriculum experiences in such ways as to develop the following social attitudes:

- Worth of the individual
- Equality of rights and liberties
- Equality of opportunity for self-development
- Rights of groups
- Priority of the common good
- Freedom of inquiry and expression
- Willingness to act on the basis of reasoned conclusion
- Government based on law
- Ability of people to govern themselves
- Freedom of economic competition consistent with the general welfare
- Values of both competition and cooperation
- Maximum individual freedom under law
- Peaceful means of solving international problems
- Devotion to the heritage of the past
- Commitment to perpetuate ideals of American life

For the Teacher:

Three goals and six conceptual statements serve as the basis for the social studies curriculum. The key question - suggested activity framework of the units will involve you and the students in gathering and organizing data, and in analyzing its content and implications. Participation in a variety of activities will clarify the conceptual statements and help answer the key questions.

The time allotted for social studies at each grade level does not permit use of all the suggested activities. You will want to choose many of the activities listed under each conceptual statement to develop the concepts with the children. You are encouraged to use your creativity in identifying additional activities which will be appropriate for the children you teach and at the same time nurture the behaviors listed in the social studies curriculum.

Although a specific time is scheduled in each class for the teaching of social studies, the topics explored are excellent vehicles for skill development during the reading, spelling, writing, and computing classes.

SCIENCE/HEALTH/SOCIAL SCIENCE PROGRAMS

	Minutes Alloted per Day	Minutes Alloted per Week	SCIENCE 6 Weeks 600' 1800'	SCIENCE 6 Weeks 600' 1800'	HEALTH 6 Weeks 600' 1800'	SOCIAL SCIENCE 6 Weeks 600' 1800'	SOCIAL SCIENCE 6 Weeks 600' 1800'	OTHER 6 Weeks 600' 1800'
Kindergarten	20	100	PHYSICAL Exploration - Child	LIFE and the Environmen	PERSONAL CARE	Home and Family		
1	20	100	PHYSICAL Matter	LIFE Familiar Animals	Nutrition	School	Neighborhood	
2	25	125	PHYSICAL Change	LIFE Plants	Family Life	Communities - People	Communities - Goods and Service	
3	35	175	PHYSICAL Machines	LIFE Unusual Organisms	Safety	Allegany Co. Past and Present	Indians Past and Present	
4	45	225	PHYSICAL Energy	LIFE (Animal and Plant) Interrelationships	Digestive System ENERGY	Maryland - History of the Colonial Period	Maryland - Geography	
5	55	275	PHYSICAL Space	LIFE (Animal and Plant) Microorganisms	Lungs/Respiratory System	United States - Our Expanding Nation	United States - Interdependence of Regions	
6	60	300	PHYSICAL Air, Land, and Water	LIFE (Animal and Plant) Ancient Plants and Animals	Heart/Circulatory System	Major Cultures - A Comparative Study	Political Science	

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Introduction

The science and social science units follow the same basic format. The following are components of each unit:

Unit Overview

Goals

Objectives

Behaviors

Key Questions

Suggested Activities

Suggested Vocabulary

Places to Visit

Community Consultants

Bibliography

Audio-Visual List

The units have been written so that many approaches for teaching them may be used such as learning centers, committee work, and individual projects, i.e., self selection and research. Activities listed under each concept and/or key questions must be selected in order to develop the concept and answer the key questions. It is not necessary to use all activities. Other activities which in the teacher's judgment are more appropriate and for which the teacher has resources may be substituted.

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Kindergarten

Home and Family

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Social Sciences

Home and Family

Kindergarten

The kindergarten social science experiences are designed to develop the student's understanding of himself and of his immediate environment. The student will have a variety of experiences which occur both in and beyond the classroom. The skills will be presented at a level appropriate for the student's developmental maturity.

GOAL I - THE GOAL OF THE PROGRAM IS TO HELP THE STUDENT KNOW THE FUNDAMENTAL CONCEPTS OF THE SOCIAL SCIENCES.

Conceptual Statement 1

People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement I-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love by:

Behaviors - (Level 1)

a. Listing biological needs for sustaining life.

b. Comparing ways one shows affection with ways other people show affection; i.e., collecting family pictures which infer feelings of love.

d. Identifying the psycho-social needs of individuals.

e. Supporting the statement, "Everyone needs a friend."

f. Determining the effects of being deprived of food and/or shelter for a period of time.

Subconceptual Statement I-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs by:

Behaviors- (Level 1)

a. Discussing a series of pictures which show possible sources of food, clothing, and shelter needed by all families.

b. Illustrating some items of food, clothing or shelter and showing the origin of the item. For example, eggs - hen; house - trees.

c. Displaying models or pictures of trailers, campers, tents, and other temporary homes.

d. Making a collage of pictures showing the uses made of water in and around the home.

Conceptual Statement II

People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms by:

Behavior - (Level 1)

a. Discussing the role of the head(s) of the family unit.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people by:

Behaviors - (Level 1)

a. Discussing the need for families and schools to have rules that provide for the welfare of all members.

b. Illustrating rules which have been established by one's family.

f. Role-playing a classroom situation in which rules have been imposed by an authority-figure.

g. Discussing the aspects of living under rules which have been established through group processes.

h. Matching a rule with a problem that the rule is designed to correct and discussing implications.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect by:

Behaviors- (Level 1)

a. Discussing the need for laws and rules to be obeyed by all members of the family.

d. Writing a story or play illustrating possible consequences of disregarding established rules.

e. Discussing the discipline policy established by the school.

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance by:

Behaviors- (Level 1)

a. Dramatizing an incident which may occur in the family to illustrate that individual family members must support family goals to maintain stability.

d. Writing a story to illustrate that privileges will be denied as a result of irresponsible behavior.

Conceptual Statement III

People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills by:

Behaviors- (Level 1)

a. Identifying and describing physical characteristics which are alike and different.

b. Concluding that love and acceptance are an important part of one's relationship with others.

c. Explaining different ways in which people may express their feelings.

d. Demonstrating the interchangability of roles within the family.

e. Explaining how one depends upon others to satisfy basic needs.

f. Demonstrating ways in which people communicate non-verbally.

g. Determining appropriate actions to take in an unknown or unfamiliar situation.

h. Stating the positive qualities of people with whom one interacts.

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture by:

Behaviors- (Level 1)

b. Distinguishing one ethnic group from another.

d. Identifying and describing the ethnic/racial make-up of one's own family/school/community.

e. Identifying and describing games, music, food, and customs that have been contributions of specific ethnic groups.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture by:

Behaviors- (Level 1)

c. Comparing his own holiday customs and traditions with those of children from more than one world cultural group.

Conceptual Statement IV

People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources by:

Behaviors - (Level 1)

a. Identifying resources available in family, neighborhood, and community.

b. Describing how these available resources are used to meet needs.

c. Showing evidence that one is making wise use of resources available in one's environment.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions by:

Behaviors - (Level 1)

d. Identifying occupations of family members.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services by:

Behaviors - (Level 1)

a. Describing how members of the family, neighborhood and community are producers and consumers of goods and services.

b. Planning wise use of personal resources; i.e., coupons, allowance, tokens.

Conceptual Statement V

People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures by:

Behaviors - (Level 1)

c. Comparing traditions observed by one's family, using data collected from parents and grandparents.

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences by:

Behaviors - (Level 1)

c. Providing appropriate care for plants and animals.

d. Initiating an activity and speculating about its future significance; i.e., planting a tree, building a birdhouse, making jelly or applesauce.

g. Developing good habits of personal health and safety.

Conceptual Statement VI

People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems by:

Behaviors - (Level 1)

e. Explaining the many ways in which the community is affected by seasonal changes.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment by:

Behaviors - (Level 1)

d. Describing occupations of parents in relation to resource use.

h. Identifying incidents of waste in the home, school or community and suggesting ways to reduce or eliminate this waste.

Kindergarten

Key Questions

Home and Family

1. What does every home and family need?
2. How are our homes and families alike?
3. How are our homes and families different?
4. What are some responsibilities and duties of your family members?
5. What are the rights of each family member?
6. How are families of various ethnic groups alike?
7. Why are families of various ethnic groups different?
8. Why do members of your family need to work and/or earn money?
9. How do members of your family earn a living?
10. How is your family like families of long ago?
11. How is your family different from families of long ago?
12. How can each family member make your home a better place to live?

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Key Questions:

1. What does every home and family need?
2. How are our homes and families alike?
3. How are our homes and families different?

Suggested Activities

Cut out pictures of families of different cultures doing things together and mount pictures on a large chart.

Look through magazines to find pictures of families of different cultures having fun together and pictures of families working together. Cut out these pictures and mount on cardboard. Construct a learning center using shoe boxes in which the child must sort these pictures into categories of Family Members at Work, Family Members at Play, etc.

Draw a picture of your family having fun together, working together, etc.

Cut out pictures of houses. Sort the pictures according to type of dwelling; i.e., one-family house, duplex, apartment.

Make a booklet called, "Our Needs." Cut pictures of things from magazines that families need to live. Paste the pictures into the booklet.

Have the children cut out pictures of different goods and paste these on tagboard cards. Let the children discuss who might want or need each of these things.

Have the children make stick puppets of their own family by fastening cut-out figures to wooden tongue depressors. These puppets may be used for story-telling activities about the family.

Make large daisies for the bulletin board. (Enough daisies for each family size to be represented) In the center of each, write a number to represent family size. Write each class member's name on a petal of the appropriate daisy. The children may then compare class members' family size.

Draw lines on a large sheet of paper to make three columns with these headings:

Things I Need		
Home	Food	Clothing

Have the child find pictures illustrating their needs and paste an appropriate picture under each heading.

Suggested Activities

Bring in a photograph of your family members. Construct a bulletin board with these pictures. Discuss size of families.

Construct your family members from clay.

Use different media to portray your house: finger paint, clay, paint, building blocks, lego blocks.

Arrange and identify members of your family on a flannel board. Make comparisons of each, i.e., tallest - shortest, youngest - oldest, male - female, etc.

Draw pictures of your family members. Display the pictures on the bulletin board. Make comparisons of families.

Who has the largest family?
Who has the smallest family?
What is your numerical position in your family?

Construct houses using cardboard blocks, wooden blocks, or brick blocks.

Collect from magazines pictures of men, women and children of various ages. Paste individual pictures on cardboard backing. Put them in random order. Have pupils select family grouping according to directions such as, "Pick out a family made up of a father and a daughter. Pick out a family made up of a mother, a father, a baby and a grandmother. Pick out a family made up of a mother and 3 children."

Play a game to evaluate the children's understanding of certain concepts. Read statements and ask the children to stand if they think the statement is correct and to remain seated if they do not agree that it is correct. Ask for reasons for standing or sitting. Statements could be like these:

1. All families need to eat every day.
2. Some families need a home.
3. We should not help to do any work at home.

Make a Grab Box with either items or pictures of items, e.g., fork, ball, bed, house, food. As the child pulls out the item, he must decide whether it is a Need of a family or a Want of a family.

Bring in photographs of family members. Play a "Mix and Match" game in which the children match family photographs with a classmate's picture.

Suggested Activities

Record a man's voice, a woman's voice, boy's, girl's, infant's. Identify voices to see how they are alike or different.

Cut out pictures of people from around the world. These pictures should depict people who are meeting their needs in some way. Old National Geographic magazines are a good source of pictures. Place the pictures on a bulletin board under the following captions:

clothing	houses	food	love
security	sleep	exercise	

Suggested Vocabulary

family	different
need	size
home	oldest
member	youngest
alike	human

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Key Questions:

1. What are some responsibilities and duties of your family members?

2. What are the rights of each family member?

Suggested Activities

Have members of the class tell about their families' favorite playtime activity. They may bring to school objects or pictures that illustrate a hobby or a particular family interest.

Place in a market bag a few things that are used in a home when family members work together, play together, or help one another. The bag might include a dish towel, a Band-Aid, screw driver, dust cloth, hammer, etc. Have a child take an object from the sack and tell when and how might this be used in a home.

Ask the children to recall ways in which they have helped at home and to plan a way they will help some member of their family when they get home after school.

Have the children pantomime jobs that they perform or could perform to help at home. Pantomime these with appropriate words sung to the tune of "Here We Go Round the Mulberry Bush."

Have children dramatize a situation in which family members work together. Then have other children dramatize a family not working together.

Discuss emotions, e.g., what makes mothers happy? When does father get angry? What makes you sad?

Practice making a bed. Bring in a cot, sheets, pillow, etc. and teach the children how to make the bed. Discuss how everyone can help with chores around the house.

Role play your mother when she finds that you have cleaned up your room without her asking you to do it.

Practice setting the table in the housekeeping area. Discuss how everyone can help with chores around the house.

Concept II

Suggested Activities

Sew buttons onto material. Have parents come in and work one to one with the children, helping them to sew on buttons.

Draw/paint/model your pet. Discuss how you care for your pet and what are the needs of your pet.

Discuss what your rights are as a family member.

Play house in which one child is mother, one father, and several others, children. Role play a home scene, e.g., bedtime - record it and play it back.

Make small houses of construction paper. When each child knows his address, place his house with his name and address on the bulletin board. Do the same with telephones and telephone numbers.

Cut pictures from old magazines showing family members expressing emotions. A child selects a picture that interests him and then dictates a story about what's going on in the picture, or what happened to the person in the picture to make him feel the way he apparently does.

Discuss jobs that need to be done in every home, including those that can be done by children. Have the children cut out or draw pictures of people doing these jobs. Have the children classify the job pictures as follows:

- Jobs that need to be done every day
- Jobs that can be done infrequently
- Jobs that can be done by one person
- Jobs that can be done easier by people working together

Ask the children to finish the sentence: "Love is . . . ."
Allow them to supply such examples as: "Love is father giving me a piggy back ride." "Love is hugging my puppy." Put the statements on sentence strips and display them in the room.

Discuss Mother's Day and Father's Day. Why are these days special and how are they celebrated?

Have each pupil make a simple gift for someone in his family.

Suggested Vocabulary

citizen	chore	duties
responsibility	job	love
right	emotion	parent
		infant

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Key Questions:

1. How are families of various ethnic groups alike?
2. Why are families of various ethnic groups different?

Suggested Activities

Have a festival of dolls. Allow the children to bring in dolls that are representative of various countries.

Have members of differing ethnic groups prepare a food dish commonly eaten in his/her country.

Learn a dance, song, or poem which could be associated with a certain ethnic group, e.g., Japanese Rain Song, Irish Jig, etc.

Demonstrate a craft from another ethnic group.

Invite people from differing ethnic groups to come and talk to the children about clothes, foods, language, customs, etc. of their group.

Have each pupil draw a picture of the house and surroundings where he would most like to live. The house can be in a foreign country, by the ocean, on top of a mountain, in a tree, or on an island. Encourage fanciful ideas.

Have the children collect pictures of houses found in different countries. The pictures may depict either the inside of a house or the exterior of a house. Mount the pictures on a chart with a caption designating the country.

Show pictures of children of different racial backgrounds. Include:

1. Oriental child
2. Black child
3. Asian child
4. American Indian child
5. European child
6. Eskimo child

Show each picture to the children. Discuss how the children are alike and different.

Concept III

Suggested Activities

Cut out pictures of various ethnic and racial groups and paste each ethnic or racial group on a separate petal for a large flower to be put on the bulletin board. In the center of the flower, print the word Americans. Help the children to note that Americans are of different ethnic groups and have different values. Keep this chart in the room for future reference.

Investigate how families celebrate various holidays.

Provide examples of games which are played internationally. Learn to play one of the games, such as, soccer, tag, ball type games.

Collect realia from various cultures for a cultural fair or display. Label the items as to their use and the country they come from. How do they compare with similar items from our country?

Use different combinations of white, pink, red, yellow and brown paints to show various skin colors. Using paper plates paint faces with features on them. Display the pictures.

Show pictures of boys and girls of many ethnic groups. Discuss the differences and similarities. Record the children's responses. Discuss what might happen if all children looked alike.

Play some music of different cultures. Have the children react to the following questions:

1. How did the music make you feel?
2. What did you want to do when you heard it?

Play the music again and allow the children to express themselves spontaneously through body movements, singing, or the use of instruments.

Suggested Vocabulary

ethnic	group	country	ocean
custom	American	foreign	
racial	language	features	

Conceptual Statement IV - People must understand the nature and function of economic systems.

Key Questions:

1. Why do members of your family need to work and/or earn money?

2. How do members of your family earn a living?

Suggested Activities

Talk with the children about some of the jobs that many mothers perform outside the home. Pictures may be cut from magazines to show women engaged in various kinds of work outside the home. Discuss the jobs.

Have the children pantomime different ways people may earn a living. Have the rest of the class guess the kind of work being dramatized.

Act out or role play your father or mother's job. Have the other children guess what job your father or mother has.

Example: Write on the blackboard - teacher
Listen to your heart - doctor

Display coins from different countries brought in by children. Discuss how the coins are used by the people of the country to buy things they need.

Place a container under a faucet that is left running or dripping. Help them discover how much water would be wasted over a given length of time. Discuss the need to conserve natural resources with the children and the high cost of wasteful practices.

Have the children observe an electric meter in the school. Turn several lights on and off. Discuss what happens to the meter each time. Help them discover that the meter measures the amount of electricity being used. Discuss the high cost and need to conserve energy with the children.

Read the Hat Story to the children. Show them hats worn by people of differing vocations: policeman, miner, nurse, cowboy, fireman, etc. Talk about the work the people do who wear the different hats.

Bring in pictures of your parents at work. Categorize pictures according to inside and outside jobs, day or night jobs.

Invite parents to come in and share their occupation with the children, e.g., father comes in in street clothes as a daddy, while he's there, he changes into his work clothes (doctor's outfit) and shows the children what he uses when he is working - but he is still a daddy.

Concept IV

Suggested Activities

Cut out pictures showing some things that you would buy if you had enough money. Discuss why and how your family gets money to buy things.

Make a picture dictionary of mothers' jobs inside the home and outside the home.

Make a mural of mothers' and fathers' jobs.

Write an experience story about the kind of work your mother does. Do the same thing for your father. Include the reasons why your parents have to work.

Make a scrapbook from magazine pictures showing indoor jobs and outdoor jobs. Discuss why these jobs are important.

Make a class book called, Mothers and Fathers at Work. List the jobs of each child's father and mother. Draw a picture of your mother and father working. Write a sentence to go with each picture.

Have children ask members of their family what jobs they have outside the home. Compile the answers on a chart.

Suggested Vocabulary

money	coin	street clothes
work	inside	work clothes
occupation	outside	
earn	cost	

Conceptual Statement V - People must understand the importance of significant human experiences.

Key Questions:

1. How is your family like families of long ago?

2. How is your family different from families of long ago?

Suggested Activities

Pretend that you are a member of an Indian family. Choose an Indian name such as Purple, Butterfly or Running Buffalo. Design a symbol for your new Indian name. Wear the symbol so others will know your new name.

Bring in a collection of antique toys and dolls and compare them with the toys of today.

Learn a song or dance which children enjoyed many years ago, e.g., The Old Brass Wagon (Bowmar Record). Discuss things you do for fun and recreation.

Visit a farm where older methods of doing things can be demonstrated, e.g., milking a cow by hand, making butter in a churn, planting corn by hand, cutting hay with a scythe.

Construct a teepee in the room to demonstrate a different kind of home. Discuss how it was made, used, etc.

Construct a home using lincoln logs. Discuss how some homes of long ago were made of logs.

Invite an older person to visit the classroom to demonstrate how some things were done in years past.

Examples:	Making butter	Quilting
	Spinning	Candle making
	Canning	Hooking a rug

Make a mural showing a family of long ago, e.g., Indian family, pioneer family, etc.

Suggested Vocabulary

antiques	symbols	long ago	farm
collection	Indian	pioneer	

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Key Question:

1. How can each family member make your home a better place to live?

Suggested Activities

Contact the science supervisor or forest department to secure seedlings for the children. Have the children plant the seedlings around their home. Discuss how trees, shrubbery, flowers, etc. improve man's physical surroundings.

Discuss and practice conserving utilities - turn off lights, close doors, turn off water tightly. Demonstrate right and wrong ways.

Have the children play act one of the following:

- A messy family member
- A lazy family member
- A helpful family member

Have the children tell which they like the best and why.

Help the children construct bird feeders. Place one of the bird feeders outside the classroom window so the children can observe the birds feeding. Discuss how birds help make man's environment a better and more delightful place to live.

Conduct a "Litter Bug" day with the children. Have them pick up litter found on or near school property. Make badges for the children to wear showing they helped clean up around the school. Discuss why it is important for everyone to help keep America clean.

Make a flower bed on school property with the children. Plant bulbs or bedding plants they have grown from seeds in the flower bed. Discuss how flowers help to improve man's environment. Have the children take other bulbs and bedding plants home to grow around their house.

Suggested Vocabulary

environment	natural resources	pollution	utilities
surroundings	conserve	physical	
energy	seedling	improve	

Home and Family Unit

Kindergarten

Community Consultants

Types of people to invite to school as consultants for the Home and Family Unit.

1. Handicraftsman - to demonstrate weaving, spinning, quilting, hooking rugs, carving, making homemade bread, and preserving fruits and vegetables.

2. Ethnic Heritage Advisory Committee Members - to talk about customs, way of life, costumes, food, games, schools, etc., of the country of their ethnic heritage.

3. Parents - to talk about their ethnic background, job, or profession.

4. Travel Agency Employees - to discuss, show slides, films, pictures, brochures and talk about other countries.

5. Science Supervisor (Board of Education) - to talk about ways to beautify home environment, help plant seeds, flowers, bulbs, and construct bird feeders.

6. Department of Natural Resources Personnel - to discuss and show films of ways man works to conserve and beautify his natural surroundings.

7. Cooperative Extension Agents (4-H and Youth), Charles Babich and Cynthia Morral - to talk about soil, seeds, plants, and explore embroyology and incubation.

8. Nutrition Resource Teacher (Board of Education) Wilma Haines - to talk about nutrition, foods associated with various countries, and to conduct food tasting experiences.

Places to visit:

1. Supermarket

The supermarket visit will provide the children with the opportunity to discover how a basic necessity, food, is transported to the store, where it is kept before it is shelved, how foods are prepared for sale, and how the food is categorized within the store.

- Where does the food come from?
- Who are the workers in the store?
- Who buys the food?
- What happens to the food you don't sell?

2. Department Store

The department store visit will afford the children the opportunity to learn how certain necessities and luxury items are shipped to the store, how they are priced and tagged for sale, and how items are categorized for sale within departments.

- What are some things you sell in your store?
- Where do the items come from?
- How many workers are needed in your store?
- What happens to things you cannot sell?

3. Orchard

A visit to an apple orchard will afford the children an opportunity to learn how apples are grown, processed and prepared for market. They will be able to walk through the orchard; visit the equipment shed where fertilizer, tractors, props, and ladders are stored; and see apples being washed, sorted, packed, and loaded for shipment.

- Where do the trees come from?
- What is done to help the trees grow?
- What do you do with all the apples?
- Can people buy apples here?

Places to visit:

4. Bakery

A visit to a bakery will provide an opportunity for the children to learn how bread and other bakery products are made. They will be able to see the giant dough mixers, the kneeding machines, ovens, cooling racks, wrapping process, and the bread being loaded into the trucks for delivery.

- Where does the flour come from?
- Why does the dough rise?
- Where do the trucks take the bread?

5. Hospital

A visit to a hospital will afford the children an opportunity to learn how care is provided for those who are in need of health services. They will be able to visit a hospital room, the diet kitchen, laundry, nursery, x-ray department, laboratory, etc., to view the equipment and talk to some of the many people employed there.

- How many patients and beds are in the hospital?
- Are all the patients sick?
- How many doctors and nurses work here?

6. Animal Shelter

A visit to the animal shelter will afford the children an opportunity to see and learn how animals are cared for until a home can be found for them. It will help the children understand that all family members can share the responsibility for the proper care of a pet.

- Who operates the animal shelter?
- Why don't people want the cats and dogs?
- Who buys the food for the animals?
- How long can cats and dogs live here?

7. Warner's German Restaurant

This is a restaurant which specializes in German style food. Mr. Warner will conduct the children on a tour of the restaurant and show them his doll collection. A sampling of German foods will be served.

- How long has your restaurant been here?
- Who prepares the food?
- Where did you get the dolls and other things displayed in your restaurant?

8. Vocational-Technical Center

A visit to the Vocational Technical Center will help children understand how students are trained for certain jobs. They will be able to visit the automotive, printing, cosmetology, carpenter, block and brick, electrical, refrigeration, sewing, and food service departments.

- Where do the students who go to school here come from?
- How long does it take to learn some of the jobs?
- Who teaches these jobs?

9. Snow Hill Farm

A visit to the Snow Hill Farm, which is primarily a goat farm, will be like a trip into the past. The owners, Dr. Paul Snow and his wife, Faye, grow, preserve, and use most of their own food products. A tour of the farm will include a visit to the barn, the hen house, the rabbit pen, the garden, and the orchards. Children will be allowed to feed and milk the goats. In the farm kitchen, Mrs. Snow will introduce the children to the different foods that have been grown in the garden and dried. They will have an opportunity to taste the foods. The farm is located on the Hinkle Road in Cumberland, Maryland (telephone 777-2669.)

- How is your farm different from other farms?
- Why do you grow and process your own food?
- What do you do with your food?
- Why do you use goat milk instead of cow's milk?

10. Greenhouse

A visit to a greenhouse will present the children with a chance to see how plants are grown and to learn how growing things improve man's physical surroundings. They will be shown how soil is sterilized, how flowers and shrubs are started and cared for, and learn how a greenhouse operates. A trip before a holiday will offer an opportunity to see special plants and decorations that are associated with that particular holiday.

- What kind of plants do you grow?
- How do you start your plants?
- What kind of soil do you use?
- How do people use the plants they buy?

Glossary

Culture - totality of the learned attitudes and activities that people in the group share; has its own system of values as well as of behavior patterns.

Cultural mosaic - a multiplicity of cultural groups living side by side in a mosaic.

Ethnic group - a group of people who differ from other groups of people in the United States in race, religion, or cultural background.

Life style - the way of life of a group of people; how they live, the tools they use, the language they speak, and the ceremonies and rituals they adopt; evolves out of man's attempts to meet his needs.

Prejudice - learned responses; false images blocking the paths to realistic understanding and relationships: results in the dehumanization of the individual.

The glossary is listed for your information and use as you develop this unit. It is not meant to limit the scope of the unit, nor is it to be considered complete. It is merely a resource for your convenience.

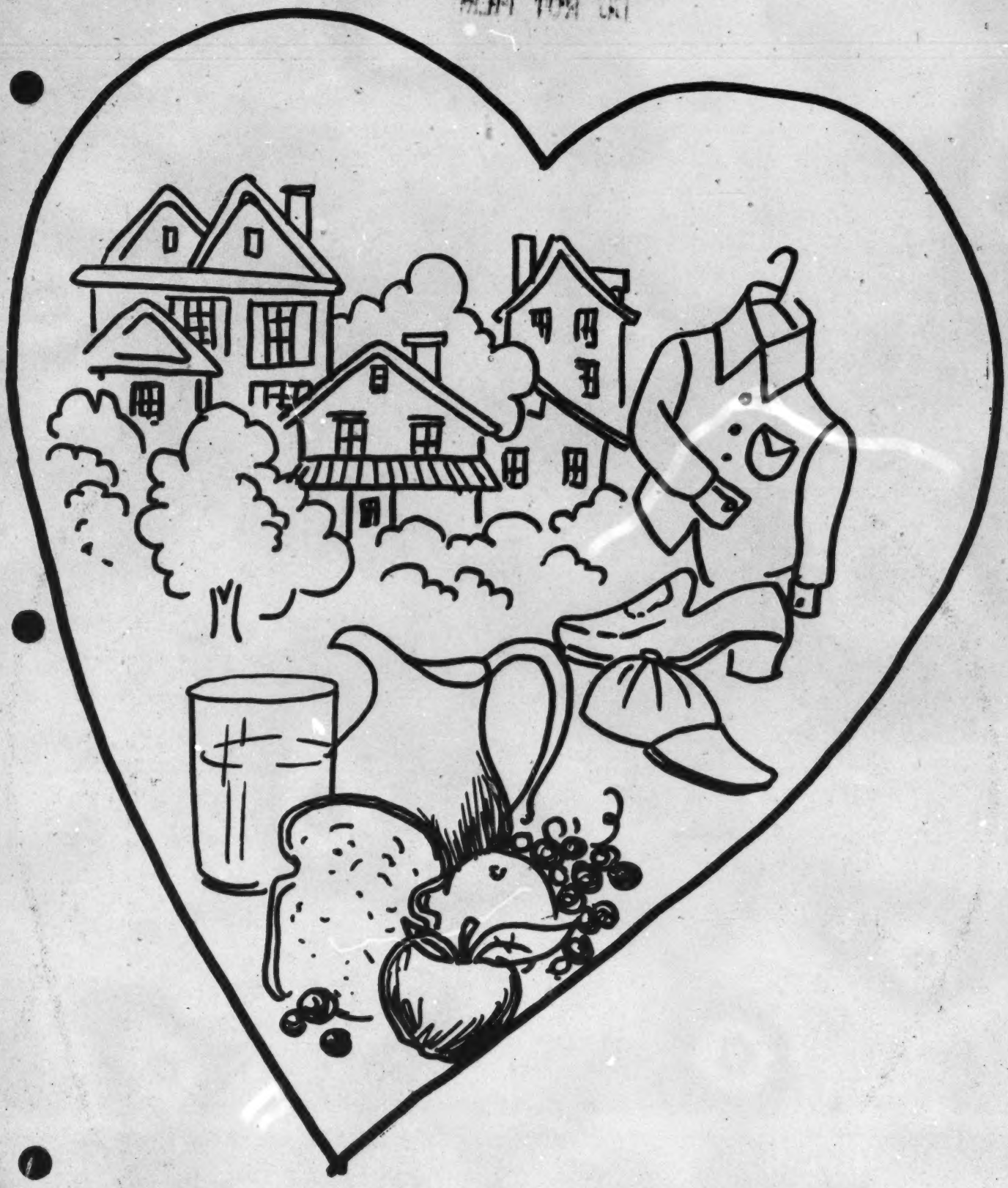
Human Feelings - Characteristics

fear	depression	ambition
anger	prejudice	greed
happiness	loneliness	guilt
sadness	sympathy	hardiness
surprise	pride	honor
anticipation	courage	hostility
anxiety	integrity	independence
love	loyalty	sincerity
hate	concern	jealousy
compassion	persistence	kindness

Human Needs

Basic	Other
food	love and affection
clothing	sense of belonging
shelter	identity
air	expression
water	success
	stimulation from the environment
	meaningful activities

The lists of basic human needs and human feelings have been included for your information and use when developing Conceptual Statement I. The list of human feelings is by no means complete and it is given merely as a resource for your convenience.



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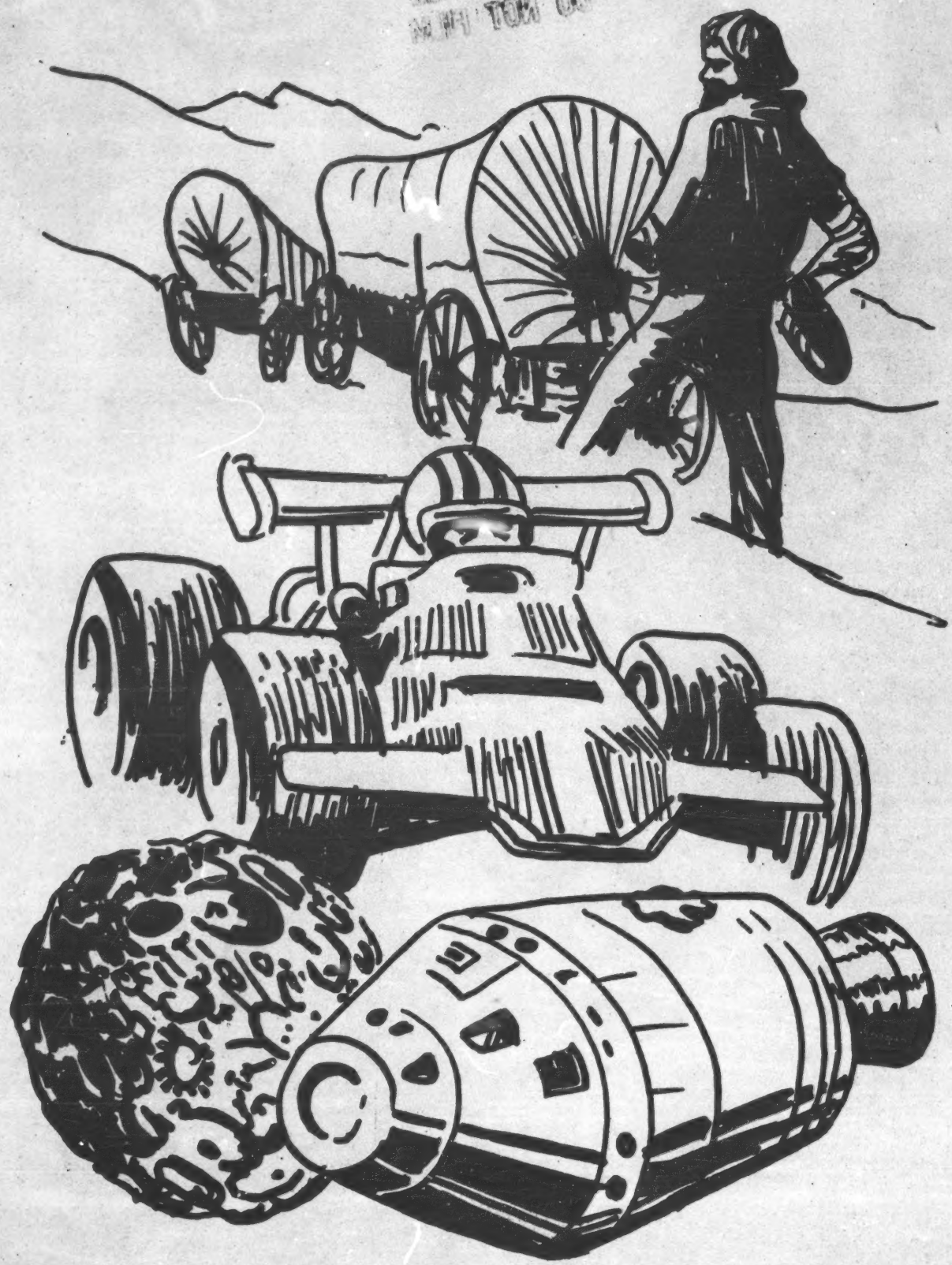

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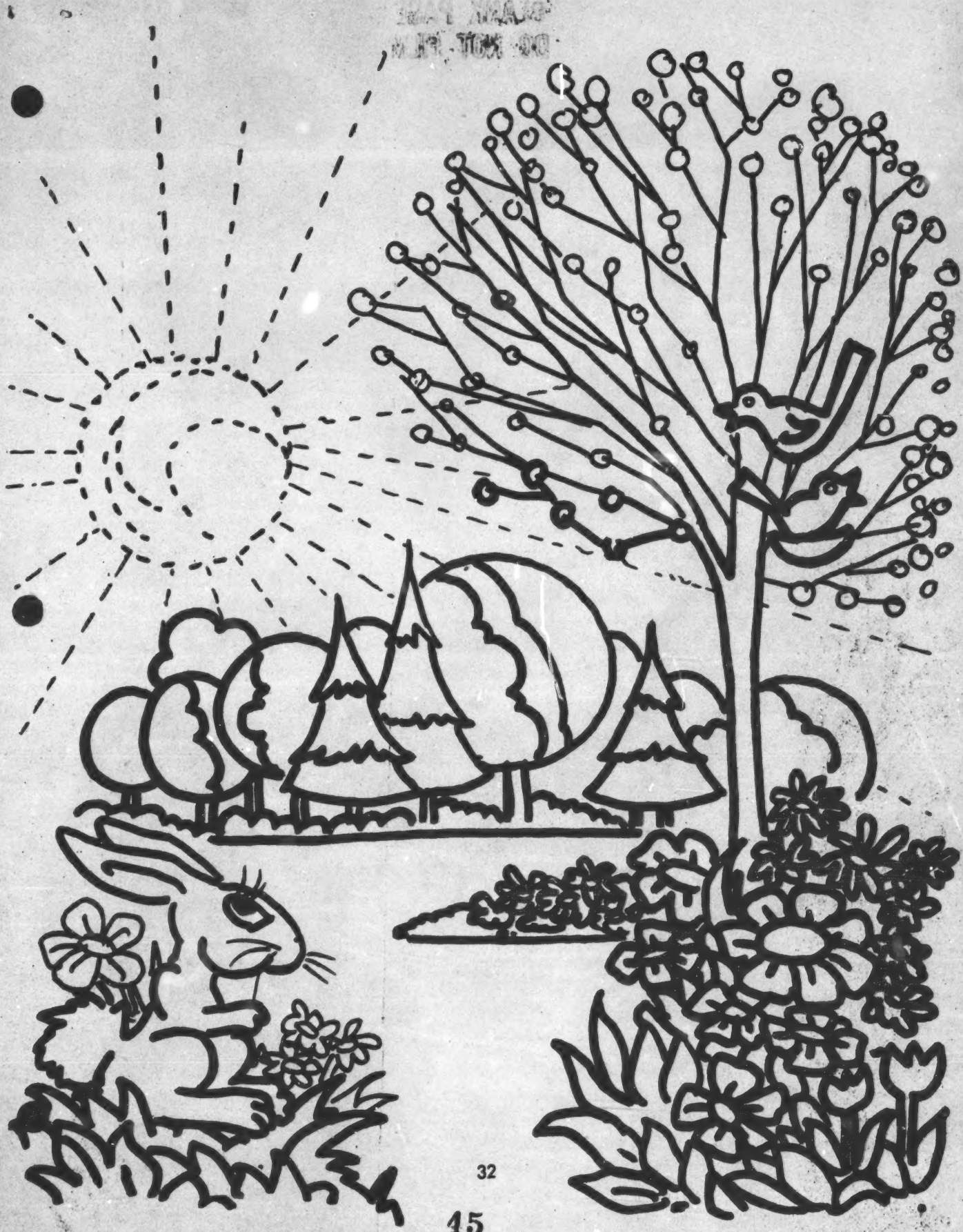

TRADEBOOKS

Abbott, Sarah. The Old Dog. New York: Coward-McGann, 1972.
Story of a little boy who finds out that his dog is dead. It tells how he misses his dog.

Adolff, Arnold. Black Is Brown Is Tan. New York: Harper & Row, 1973.
Story of an interracial family.

Adorjan, Carol Madden. Someone I Know. New York: Random House, 1968.
A young child tells of things she can and cannot do and realizes that she can keep doing more than she could before.

Ainsworth, Judy Gail. The Lost Smile. Wisconsin: E. M. Hale & Co., 1971.
This story tells what a little boy did to lose his sadness and finds his smile.

Alexander, Martha. Nobody Asked Me If I Wanted a Baby Sister. New York: Dial Press, 1972. A little boy's experience with his new baby sister.

Amescua, Carol Connor. The Story of Pablo. Chicago: Encyclopedia Britannica Press, 1962. Photographs which can be used as resources. Also a good vocabulary is included and translated.

Anderson, Neil. Freckle Face. Wisconsin: E. M. Hale & Co., 1957.
A little girl hated her freckles and tried to get rid of them.

Asheron, Sara. Laurie and the Yellow Curtains. New York: Grosset & Dunlap, 1962. Children learn about the housing problem of animals.

Auerback, Marjorie. Seven Uncles Came to Dinner. New York: Alfred A. Knopf, 1963. Instead of writing out a grocery list for Emile, great aunt Louise tells it to him in rhymes to help him remember it. Even so, Emile gets confused and only succeeds in bringing back the wrong things.

Baker, Betty. Little Runner of the Longhouse. New York: Harper & Row, 1962.
Tells about the different customs of Indians and how the children help.

Behrens, June. How I Feel. Chicago: Children's Press, 1973.
A picture book that develops concepts of healthy emotions by describing many kinds of feelings, negative as well as positive.

Beim, Jerrold. Andy and the School Bus. New York: William Morrow & Co., 1947.

Beim, Jerrold. Too Many Sisters. William Morrow & Co., 1956.
A boy with four sisters discovers that sisters aren't so bad after all.

Bell, Gina. Wanted . . . A Brother. New York: Abingdon Press, 1959.
A little boy wants a brother for his birthday. When he finds out his sister can do all the things a brother can, he settles for a puppy for his birthday. Shows good brother/sister relationships.

Bell, Gina. Who Wants Willy Wells? Wisconsin: E.M. Hale and Co., 1968.
Because a new baby arrives, Willy feels unwanted.

Blaine, Marge. The Terrible Thing That Happened at Our House. New York: Parent's Magazine Press, 1975.
A youngster relates the terrible problems that occurred after hermother went back to work and how the family solved them.

Blomquist, David. Daddy Is Home. New York: Holt, Rinehart and Winston, 1963.
The children are very happy when Dad returns.

Bomar, Frances M. A Special Day. Minneapolis: T. S. Denison & Co., Inc., 1965.
Mother must spend the day in bed so Tim takes care of mother.

Brock, Emma L. One Little Indian Boy. New York: Alfred A Knopf, Inc., 1932.
The Indian boy did not want to share with his brothers and sisters. He learns a lesson.

Bromhall, Winifred. Middle Matilda. Alfred A. Knopf. New York, 1962.
A great book to read for the "middle child" helps explain the position of the middle child in a family.

Brown, Myra Berry. Company's Coming for Dinner. Wisconsin: E. M. Hale, 1964.
Small boy shares in the work and the fun of having company to the house.

Buckley, Helen. Grandfather and I. New York: Lothrop, Lee and Shepard, 1959.
In a world where everybody is always hurrying, a little boy really enjoys the times he walks or sits with grandfather, never hurrying and taking just as long as they like.

Buckley, Helen E. Grandmother and I. New York: Lothrop, Lee & Shepard, 1961.
Shows all the reasons why a Grandmother's lap is best to sit on.

Buckley, Helen. Josie and the Snow. Lothrop, Lee and Shepard, 1964.
Perhaps the best thing about spending a day at play in the snow is finally coming home to doze by a warm fire, which is just what little Josie, her father, mother and brother do.

Byars, Betsy. Go and Hush the Baby. New York: Viking Press, 1971.
Will is asked to "hush the baby." Story is about all the ways he tries to accomplish this task.

Carter, Katherine. The True Book of Houses. Chicago: Children's Press, 1961.
Describes different structure of houses in different places around the world.

Carton, Lonnie C. Daddies. New York: Random House, 1963.
Things daddies do at work and at home.

Carton, Lonnie C. Mommies. New York: Random House, 1960.
Tells all that mommies do.

Cleary, Beverly. The Real Hole. New York: William Morrow and Co., 1960.
Story about twins who did not always like the same things.

Conta, Marcia and Maureen Reardon. Feelings Between Brothers and Sisters.
Chicago: Children's Press, 1974.

Conta, Marcia & Maureen Reardon. Feelings Between Kids and Parents. Chicago:
Children's Press, 1974.
Photographs showing boys and girls sharing experiences with their parents.

Crawford, T. Betsy the Babysitter. New Jersey: Troll Associates, 1970.
Activities of the babysitter are described. The babysitter turns out to be the
big sister.

Copeland, Donalda. The True Book of Little Eskimos. Chicago: Children's Press,
1954. A true story about Amak, a little Eskimo boy, his brother, sisters and parents
who work and play in the Hudson Bay region.

Damjan, Mischa. Atuk. New York: Pantheon, 1964.
The story of an Eskimo boy who learns that love is stronger than hate when he gets
a pet dog.

DeRegniers, Beatrice Schenk. The Little Girl and Her Mother. New York: Vanguard
Press, 1963. Story of a little girl's imitation of her mother.

Eastman, P. D. Are You My Mother? New York: Beginners Books, Inc., 1960.
A little bird falls out of his nest and sets off to find his mother.

Evans, Eva Knox. Home Is a Very Special Place. New York: Golden Press, 1961.
Shows how to get along with the family in the home before we can begin to get along
in the world.

Families Are Like That selected by Child Study Association. New York: Thomas
Crowell Co., 1975. Short stories about 10 pages each, pertaining to different things
about families.

Finfer, Celentha. Grandfather Dear. Chicago: Follett, 1968.
A very special surprise, a cake for Grandma, is prepared by a little girl and her
grandfather.

Finfer, Celentha. Grandmother Dear. New York: Follett, 1966. Grandmother
watches grandson as his mother goes away for the day.

Friskey, Margaret. Welcome to Japan. Chicago: Children's Press, 1975.
Depicts ancient traditions and modern daily life in the cities and villages of Japan.

Friskey, Margaret. Welcome to Mexico. Chicago: Children's Press, 1975.
Depicts traditions in daily life of the capitol city and countryside of Mexico.

Freeman, Don. Corduroy. New York: The Viking Press, 1968.
Nice story which deals with a small black girl and a lovable teddy bear. It could be used to deal with the value of saving our money.

Gauch, Patricia. Christina Katerina and the Box. New York: Coward, McCann, 1971. Christina's imagination goes to work after she claims the large box which housed her family's new refrigerator.

Gauch, Patricia Lee. Grandpa and Me. New York: Coward, McCann, 1972.
A small boy tells of summertime and grandfather.

Goldman, Susan. Grandma Is Somebody Special. Chicago: Whitman, 1976.
A young child enjoys visiting her grandmother in a tall apartment building in a big city.

Grant, Eva. A Cow For Jaya. New York: Coward, McCann, 1973.
Gives young readers a realistic and unusual, closeup look at India's village life and customs.

Grayland, Valerie. Baby Sister. Wisconsin: E. M. Hale and Co., 1964.
The feelings of a small boy concerning his new baby sister are revealed.

Greenfield, Eloise. She Come Bringing Me That Little Baby Girl. Philadelphia: Lippincott Company, 1974.
Kevin wanted a baby brother, not this attention-getting sister! He changes his mind.

Guilfoile, Elizabeth. Have You Seen My Brother? Chicago: Follett, 1962.
Two brothers go downtown and get separated from each other.

Hallinan, P. K. We're Very Good Friends, My Brother and I. Chicago: Children's Press, 1973. Crayon drawings and charming text record the friendship and antics of two brothers.

Hanson, Joan. I Don't Like Timmy. Minneapolis: Carolrhoda Books, 1972.
Tucker tells all the reasons why he doesn't like Timmy, his baby brother.

Herta, Grete Janus. Hi, Daddy, Here I Am. Minneapolis: Lerner Publications, 1964. A little girl waits for her father to come home from work each day and then makes a game of hiding from him.

Hoban, Russell. A Baby Sister For Frances. New York: Harper & Row, 1964.
Frances feels left out with a new baby and decides to run away. The parents show her how important she is - delightful story.

Hoban, Russell. Bedtime For Frances. New York: Harper and Row, 1960.
A delightful story about a little badger who goes to bed, and images she sees all kinds of scary things.

Hoban, Russell. The Little Brute. New York: Macmillan Pub. Company, 1966.
The brutes are little furry things that live in the woods. They are not a happy family until baby Brute discovers the "good feelings," and shares them with his family.

Hoff, Syd. Little Chief. New York: Harper & Row, 1961.
An Indian boy meets the new settlers and helps them.

Hoff, Syd. My Aunt Rose. New York: Harper & Row, 1972.
A small boy's feelings about the fuss his Aunt makes over him.

Israel, Leo. Our New Home in the City. New York: Holt, Rinehart and Winston, 1963. A family moves to an apartment in New York City.

Jackson, Louise. Grandpa Had A Windmill, Grandma Had A Churn. Parent's Magazine Press, 1977.

Jwaidek, Nizar. Yasin of Arabia. Chicago: Encyclopedia Britannica Press, 1963.
Photos portray the life of Arabian people. Too long of a story for small children, but pictures are good.

Kaune, Merriman. My Own Little House. Chicago: Follett, 1957.
A child's feelings about his "own little house" - pictures and drawings.

Keats, Ezra Jack. Whistle For Willie. New York: The Viking Press, 1964.
A little boy learns to whistle.

Kingman, Lee. Peter's Long Walk. New York: Doubleday and Company, 1953.
Peter lives in the country and can't wait until he turns 5 so that he can go to school to meet some friends.

Kingman, Lee. Pierre Pidgeon. Boston: Houghton Mifflin Co., 1943.
Tells about a Canadian boy and his family and their customs.

Kimishimo, Hisako. Ma Luen and the Magic Bush. New York: Parents Magazine Press, 1968. The story portrays a poor peasant Chinese boy whose dream is to be an artist. A good story and picture book.

Kraus, Robert. Leo the Late Bloomer. Windmill, 1971.
Charming illustrations and simple text depict the amusing dilemma of Leo, the frustrated tiger.

Kroll, Steven. If I Could Be My Grandmother. New York: Pantheon, 1977.
A young girl describes all that she would do if she were her grandmother.

Lasker, Joe. Mother's Can Do Anything. Chicago: Albert Whitman & Co., 1976. Pictures showing mothers being police women, a principal, a skater, judge, doctor, film makers, etc. A clear emphasis on the dual roles of Mothers - mothering and fulfillment through vocations and avocations.

Lasky, Kathryn. I Have Four Names for My Grandfather. Boston: Little, Brown, 1976.

Lenski, Lois. Debbie and Her Family. New York: Henry Z. Walck, Inc., 1969. Debbie's immediate family is discussed as well as her extended relatives. They all get together to celebrate Great Grandpa's 90th birthday.

Lenski, Lois. Debbie and Her Grandma. New York: Henry Z. Walck, Inc., 1967. A young girl visits her grandma at her house and enjoys doing special things with her.

Lenski, Lois. Papa Small. New York: Walck, 1951.
The day-by-day doings of Papa Small, Mama Small, and the three small Smalls. The homey and familiar things that appeal to all little children.

Lexau, Joan M. Benjie. New York: Dial Press, 1964.
Benjie hated to talk. In fact about all he enjoyed doing was sticking close to Granny. But he changes the day he sets out to find Granny's lost earrings.

Lexau, Joan M. Me Day. New York: The Dial Press, 1971.
Because his parents are divorced, Rafer believes he will not see his father on his birthday, until his mother sends him on a mysterious errand.

Lindgren, Astrid. Brenda Brave Helps Grandmother. St. Louis: Webster, 1961.
Story of a brave little girl who helps her grandmother while she is sick.

Low, Alice. Grandmas and Grandpas. New York: Random House, 1962.
Poem of the things grandmothers and grandfathers do.

McCall, Edith S. The Buttons at the Farm. Chicago: Benefic, 1961.
Story of a family of children visiting their uncle's farm.

MacMahon, Bryan. Brendan of Ireland. New York: Hastings House, 1967.
Good photography and story of life in Ireland.

McNutty, Faith. When A Boy Goes To Bed At Night. New York: Alfred Knopf, 1963. A little boy knows how to delay bedtime with dawdling and games. He enjoys these special games with Daddy and the hugs from them before going to sleep.

Mann, Peggy. That New Baby. New York: Coward, McCann, 1967.
An only child becomes a sibling. She would rather have a puppy instead of a baby.

Martini, Teri. The True Book of Indians. Chicago: Children's Press, 1954.
Pictures and simple text show the Indians of the seacoast, plains, deserts. Their ways of living controlled by their environment is depicted.

Matsuno, Masako. A Pair of Red Clogs. Cleveland: World Publishing Co., 1960.
A Japanese Grandmother tells of things past in her childhood and wonders if her granddaughter will do the same things with the pair of clogs.

Maxwell, Moreau. Eskimo Family. Chicago: Encyclopedia Britannica, 1964.
True-to-life photographs that can be used as resource. Vocabulary words are included and translated into English. The life of an Eskimo is portrayed and beautifully told.

Meeks, Esther. In John's Backyard. Chicago: Follett, 1957.
A child's adventures in his back yard.

Meeks, Esther and Elizabeth Bagwell. Families Live Together. Chicago: Follett, 1969. Through pictures and words, children learn about playing, working, and living in a family.

Merriam, Eve. Mommies at Work. New York: Knopf, 1955.
Shows different kinds of occupations that mothers have.

Minarik, Else. Little Bear. New York: Harper & Row, 1957.
Stories about a little bear and his family.

North Shore Committee on the Older Adult. Growing Up, Growing Older. New York: Holt, Rinehart and Winston, Inc., 1964.
Good pictures and text, takes Johnny from birth to retirement.

Palay, Steven. I Love My Grandma. Raintree, 1977.
A child describes her relationship with her grandmother.

Paull, Grace. Come To The City. Wisconsin: E. M. Hale and Co., 1959.
A family takes a trip to New York City and finds many exciting things to see and do.

Penn, Ruth Bonn. Mommies Are For Loving. New York: Putnam, 1962.
Tells in rhythmic prose what mommies, daddies, and children are for.

Puner, Helen Walker. Daddies, What They Do All Day. New York: Lothrop, Lee and Shepard Co., 1946.
Deals with different occupations of fathers.

Radlauer, Ruth and Ed. Father is Big. California: Bowmar, 1970.
Photographic picture book showing that a father is big, he wears big shirts, but the father still shows his child how to ride a bicycle - to climb - etc.

Raynor, Dorka. This Is My Father and Me.
Photographs of fathers and sons and daughters from many different countries of the world.

Scarry, Patsy. My Baby Sister. New York: Golden Press, 1958.
Story of the love of a brother for his baby sister.

Schick, Eleanor. City in the Winter. New York: MacMillan, 1970.
Mother must go to work, but little Jimmy's school is closed because of the blizzard, so he and Grandma spend a busy and happy snow holiday together.

Schlein, Miriam. Billy, The Littlest One. Wisconsin: E. M. Hale and Co., 1969.
Billy was the littlest one in the family and he liked it that way.

Scott, Ann. On Mother's Lap. New Jersey: McGraw-Hill, 1971.
A reassuring book about a little boy who learns that there is room for two on Mother's lap. Crayon drawings of an Eskimo family.

Simon, Norma. All Kinds of Families. Chicago: Whitman & Co., 1976.
Pictures and texts survey the various patterns and relationships that may constitute families, emphasizing the ties between parents and children.

Stanek, Muriel. I Won't Go Without a Father. Chicago: Albert Whitman, 1972.
A book about a fatherless boy fills a great need in today's classroom. It reveals the troubled feelings of one such boy and shows how he adjusts to the situation.

Stanek, Muriel. My Family and I. Chicago: Benefic Press, 1967.
A good book about similarities and differences in families - very simple pictures and text.

Stein, Sara Bonnett. That New Baby: An Open Book for Parents and Children Together. Walker & Co., 1974.
Photographs, includes separate texts for adult and child.

Stewart, Robert. The Daddy Book. New York: McGraw-Hill, 1972.

Stull, Edith G. My Daddy Lost His Job. Atlanta: L. W. Singer Co., 1967.
A small boy worries when his daddy loses his job.

Tresselt, Alvin. Wake Up, City! New York: Lothrop, Lee and Shepard Co., 1957.
The whole city and everybody in it gets busy early in the morning.

Udry, Janice. Is Susan Here? Wisconsin: E. M. Hale, 1965.
One day Susan disappeared and different animals came to help her, but at bed time, who do you suppose turned up.

Udry, Janice May. What Mary Jo Shared. Chicago: Whitman, 1966.
Mary Jo shares her father with her classmates.

Underhill, Ruth M. First Came the Family. New York: William Morrow & Co., 1958.
Resource book for teacher.

Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day. New York: Atheneum, 1972.
Alexander finds himself living through a day in which absolutely nothing has gone right for him.

Waber, Bernard. But Names Will Never Hurt Me. Boston: Houghton Mifflin, 1976.
How Alison Wonderland got her name and how she learned to live with it.

Waber, Bernard. Ira Sleeps Over. Boston: Houghton Mifflin, 1972.
A young boy, preparing to stay overnight at a friend's house for the first time, is undecided about taking his teddy bear.

Wasson, Virginia. Chosen Baby. Philadelphia: Lippincott, 1950.
A simple explanation of the adoption procedure. A good picture book for story time.

Weil, Lisl. I Wish, I Wish. Boston: Houghton Mifflin Co., 1957.
An Italian girl has two wishes.

Weimer, Sandra. Small Hands, Big Hands. New York: Pantheon, 1970.
Seven biographies of Chicano migrant workers and their families.

Wellesley, Howard R. All Kinds of Neighbors. New York: Holt, Rinehart, 1963.

Wells, Rosemary. Noisy Nora. New York: The Dial Press, 1973.
Nora feels ignored by her family.

Wilcox, Daniel. I'm My Mommy; I'm My Daddy. Western Publishing Co., 1975.
Two stories explore the trials, tribulations, and fun of being a parent from the point of view of a mother and father.

Wyse, Lois. Grandmothers Are to Love. New York: Parents' Magazine, 1967.
Tells of all the things grandmothers are for. Parts are told in rhyme.

Yashima, Taro. Umbrella. New York: The Viking Press, 1958.
A nursery schooler must wait for the appropriate weather to wear her new rain gear.

Young, Eleanor, R. Fathers, Fathers, Fathers. Minneapolis: T. S. Denison, 1971.
While fathers may look different, they are similar in many ways.

Young, Eleanor. Mothers, Mothers, Mothers. Minneapolis: T. S. Denison & Co., 1971.
Mothers may differ in color, looks, dress, and living habits, but this book emphasizes their similarities.

Zindel, Paul. I Love My Mother. New York: Harper and Row, 1975.
A warm enchantingly illustrated story that charms us all. It helps children express their feelings.

Zolotow, Charlotte. Big Brother. New York: Harper & Row, 1960.
Story of big brother teasing little sister in a positive way.

Zolotow, Charlotte. Big Sister and Little Sister. New York: Harper, 1966.
One day little sister runs away from her bossy big sister and big sister is very upset. At last the two are reunited and from then on both take care of each other.

Zolotow, Charlotte. Hold My Hand. New York: Harper & Row, 1972.
Two little girls share a moment of intensity on a winter afternoon.

Zolotow, Charlotte. If It Weren't For You. New York: Harper & Row, 1966.

Zolotow, Charlotte. The Night When Mother Was Away. New York: Lothrop, Lee and Shepard, 1958.
Shows tenderness and closeness of a father to his daughter.

Zolotow, Charlotte. The Quarreling Book. New York: Harper and Row, 1963.
Family and friends suffer through a disagreeable rainy day but all ends well when the sun comes out and friends and family make up.

Zolotow, Charlotte. The Quiet Mother and the Noisy Little Boy. Wisconsin: E. M. Hale Co., 1953.
A little boy doesn't realize how noisy he is until his cousin, who is even noisier, comes to visit. Both he and his mother compromise on his noise.

Zolotow, Charlotte. The Sky Was Blue. New York: Harper and Row.
A little girl looking through a family album seeing how life has changed (different clothes, toys, houses) but even back then the sky was blue.

Zolotow, Charlotte. You and Me. New York: Macmillan, 1971.
Tells of different homes in different cultures and what makes up the home.

FAMILY

Kindergarten

TEXTBOOKS

Jackson, Kathryn. Homes Around the World. New Jersey: Silver Burdett, 1957. Helps to have the child gain an understanding of the many ways in which children live - here and around the world.

Meeks, Esther K. and Bagwell, Elizabeth. Families Live Together. New York: Follett, 1969. Good ethnic pictures.

Robinson, Helen M. Fun With Our Family. New Jersey: Scott, Foresman, 1962. Basic Reader.

FAMILY

Kindergarten

FILMS AND FILMSTRIPS

F-6217 Families Are Different and Alike

A look at 3 families of various sizes and ethnic backgrounds.

F-5435A Family Teamwork and You

Mostly visual presentation contrasting 2 families and their lifestyles. Good discussion questions with guide.

FS-5690CT Five Families (Cultural Awareness Program for Early Childhood)

1. Together - Black American
2. Yah-a-tay - Navajo
3. Circus Family
4. Pinata - Mexican American
5. Chinatown - Chinese American

FS-5689 Five Children (Cultural Awareness Program for Early Childhood)

1. Happy Birthday Howard
2. Mira Mira Marisol
3. Fisherman's Son
4. Sara's Letter
5. Cowboy

F-325 My Mother Is the Most Beautiful Woman in the World: A Ukranian Folktale

A child's perception of her mother.

FS-914 How a Navaho Indian Family Lives

A good basis for comparison

FS-4727CT Let's Visit Kindergarten

A typical day in Kindergarten

FS-4772CT How Can I Tell? Kindle #5

Rainbows 'n' Raindrops
All Kinds of Sounds
What Faces Say
Talking Hands
Twist 'n' Turn

Helps develop an awareness of self and others.

FS-132M They Need Me

My Friends Need Me
My Dog Needs Me
My Mother and Father Need Me
My Baby Sister Needs Me

Filmstrips in which a child usually of distinct ethnicity, explores in simple text and pictures their relationship to family and friends. Exphasis on being helpful and responsible.

Study Print - 1513 Family Life Around the World

Record and guide.

8 in each of 5 sets.